

Nebraska



Reading Standards with Extended Indicators and Clarifications

for
Students with Significant Disabilities
taking the
NeSA Alternate Assessment Reading (NeSA-AAR)

Improving students' ability to learn, communicate,
and collaborate through literacy education.

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with
Extended Indicators and Clarifications
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Nebraska Reading Standards and Extended Indicators
for
Students with Significant Disabilities
Taking the NeSA Alternate Assessment Reading (NeSA-AAR)

Overview

Introduction

Literacy is defined as the ability to use language to read, write, listen, and speak at a level that lets one understand and communicate ideas in a learned society, so as to take part in that society (Harris, T. L. & Hodges, R.E., [1995]. The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark: International Reading Association).

The reading standards and extended indicators in this document were developed by Nebraska educators to facilitate and direct literacy instruction for students with significant intellectual disabilities. They are directly aligned to the Nebraska Reading Standards and indicators adopted in 2009 by the Nebraska State Board of Education.

Students with Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2009). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Background in Literacy and Students with Significant Intellectual Disabilities

Students with significant intellectual disabilities first gained mandated access to the general curriculum through the Individuals with Disabilities Education Act Amendments (IDEA) of 1997 (PL 105-17), with further access guaranteed following the passage of the No Child Left Behind Act (NCLB) of 2001 (PL 107-110). The No Child Left Behind Act was a reauthorization of the Elementary and Secondary Education Act of 1965 (PL 89-10). NCLB required states to

- 1) establish challenging standards aligned with the general education curriculum.

- 2) develop an assessment program that measures student progress against those standards in the areas of reading/language arts and math.
- 3) hold schools accountable for ensuring that students achieve the standards.

An important part of NCLB is the regulation that all children, including those with the most significant intellectual disabilities, make adequate yearly progress (AYP) toward achieving grade-level standards (U.S. Department of Education, 2004). Progress is monitored using alternate assessments reflecting alternate achievement standards and/or extended indicators (Center for Literacy and Disabilities Studies, University of North Carolina at Chapel Hill, 2009). Nebraska students' progress is measured through the Nebraska State Accountability (NeSA) tests.



IMPORTANT

The Role of Extended Indicators

For students with significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations because their instructional program addresses extended indicators.

It is important for teachers of students with significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal, but rather a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicator are provided only as possible examples.

Alternate Assessment Determination Guidelines

The student taking a NeSA Alternate Assessment is characterized by significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2009). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the NeSA Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is closely aligned to the Nebraska Reading Standards with extended indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance document *"IEP Team Decision Making Guidelines – Nebraska State Accountability (NeSA) Tests for Students with Disabilities"* provides additional information on selecting appropriate NeSA assessments for students with disabilities.

<http://www.nde.state.ne.us/sped/assessment.html>

Nebraska Rule 51 00707A2 requires a "statement of measurable annual goals, including academic and functional goals, designed to

007.07A2a Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum..."

Nebraska Rule 51 007.07A7 requires the student's IEP to include..."a statement of why:

007.07A7a The child cannot participate in the regular assessment; and

007.07A7b The particular alternate assessment selected is appropriate for the child;..."

Nebraska Third Grade Reading Standards and Extended Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	
Extended Indicator	LAE 3.1.5.a Identify singular and plural illustrations and words	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When presented with objects or pictures, the student will differentiate between one object and multiple objects. <ul style="list-style-type: none"> ➤ The student recognizes that adding the letter “s” to a word (noun) will make it “more than one” (plural). <p>Teacher Note: Students should be exposed to the word/phrase “one” and “more than one”.</p>
Indicator	LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	
Extended Indicator	LAE 3.1.5.c Use context clues (e.g., sentence clues, re-reading) and text features (e.g., graphs, illustrations) to determine meaning of unknown words	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When presented with an unknown word, the student will use context clues (re-read the sentence, sound out the letters in the word, look at other words in the sentence) to determine the meaning of the word. When presented with an unknown word, the student will use text features (e.g., pictures, charts, titles) to determine the meaning of the unfamiliar word.

